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ABSTRACT

This handbook is designed to provide a comprehensive reference source about adult illiteracy for Michigan public librarians, whether or not they currently work with local literacy councils. Introductory material provides listings of members of the Michigan State Legislative Council and Library of Michigan Board of Trustees, and a listing of the Library of Michigan administrators. Functional illiteracy is defined; a glossary of terms and a summary of literacy statistics are provided; and the following topics are briefly discussed: (1) Adult Performance Levels; (2) Adult Education; (3) Illiteracy Generates Itself; (4) Libraries and Literacy; (5) Books Popular with Adult New Readers; (6) Collection Development for Libraries; (7) Publishers; (8) Ways the Library Can Serve the Illiterate Adult; (9) Michigan Libraries; (10) Organizations; (11) Coalition for Literacy; (12) Michigan Adult Literacy Initiative; (13) Michigan Libraries That Received LSCA (Library Services and Construction Act) Funding for Literacy Projects; (14) Recruiting Adult New Readers; and (15) Recruiting Volunteer Tutors. Sample press releases and library and literacy logos are also included, and a listing of background reading sources on functional illiteracy is provided. (KM)

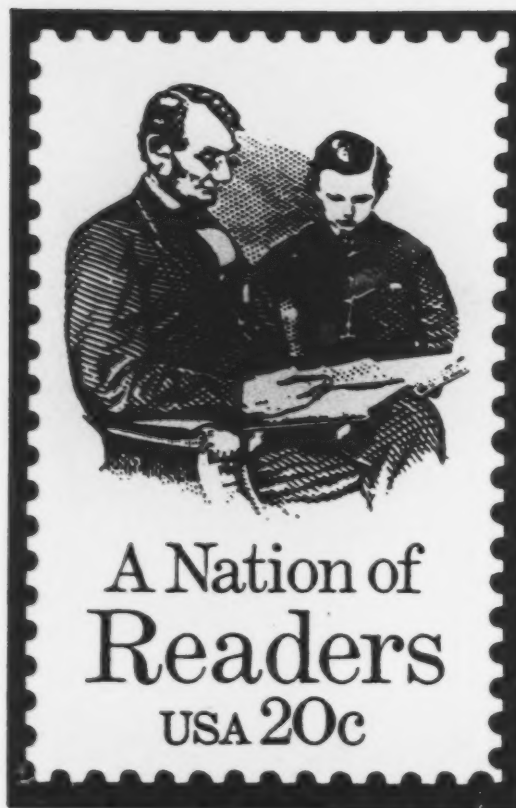
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LIBRARIES AND LITERACY



a literacy handbook

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PREFACE

By promoting literacy programs and providing services to adult learners, public libraries across the nation are helping people combat one of the most common problems in the nation: adult functional illiteracy.

This handbook was designed to provide a comprehensive reference for Michigan public librarians, whether or not they currently work with local literacy councils.

The idea for a literacy handbook originated with members of the National Library Week Committee, a subcommittee of the Michigan Library Association: Kathy Zaenger (Howell Carnegie Public Library), Karen O'Connor (Waterford Township Public Library), and Kenneth B. Miller, Jr. (Detroit Public Library). They met with Charla Ezell, Public Relations Specialist at the Library of Michigan. The Library of Michigan arranged for the distribution of this publication to all public libraries in the state.

In addition, Linda Bejma, Coordinator of the Macomb Literacy Project; Cathryn Weiss, Facilitator of the Oakland Office of Literacy; and Debby Harris, Program Coordinator, LVA-Capital Area Literacy Coalition, provided invaluable information.

The Library of Michigan also wishes to acknowledge the assistance of the Oklahoma Department of Libraries for materials in the Rolling Stones Newsletter September 1982, the "Oklahoma....Do You Read Me?" project and to Marilyn Vesely, Public Information Officer, for her suggestions and for permission to reprint material.

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BACKGROUND

Functional illiteracy has as many definitions as there are people. Total illiteracy means that people cannot read or write even their own names in their own native language. But the term "functionally illiterate" refers to a person who cannot read or write or compute well enough to perform the common tasks of daily living. Literacy workers should always remember that the nature of the problem varies with each individual student; this term covers a wide variety of learning problems.

There have been a great number of researchers and organizations who have made attempts to arrive at a universally acceptable definition of functional illiteracy. Tests were designed and given to people so that some standards and ranges could be set. However, flaws and discrepancies were found in many tests. The readability of material such as job applications and drivers' tests could not always be measured. So the difficulty in defining functionally illiterate levels still prevails.

In 1964, when anti-poverty programs came to national attention, the functional illiterate was defined as the person with less than five years of schooling. There is quite a bit of difference between the terms "five years of schooling" and "fifth grade reading level." A person can read three, four or five grades below his or her number of years in school. The person who has dropped out before high school graduation is probably reading at about the fifth grade reading level.

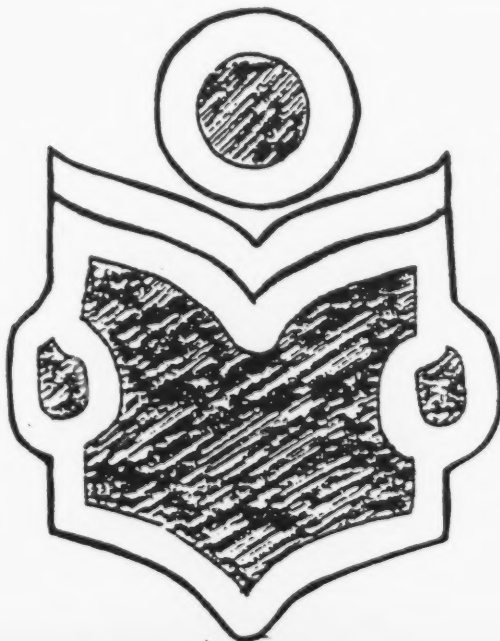
Over time, it was discovered that a "sixth grade reading level" was simply not adequate for a person to achieve economic, social, or civic independence, that is, functioning in today's society. The definition of a functional illiterate person came to mean someone with less than eight years of schooling.

In 1970, Congress amended the Elementary and Secondary Education Act so that funding for adult basic education could be used to help people complete high school. Functional illiteracy was used to describe a person without the skills of an average graduate.

The scope of the definition is limited by the word "adult." Adults are persons 16 years of age, or older, who have responsibility for themselves and perhaps for others. For the purposes of this handbook, a functionally illiterate adult is one who is not capable of reading at the sixth grade level and who is no longer a full-time public school student.

GLOSSARY OF TERMS

ABE	Adult Basic Education, generally a division within the Continuing Education Department of state education departments.
APL	Adult Performance Level, a survey conducted for the U.S. Office of Education by Dr. Norvell Northcutt at the University of Texas.
Basic Skills	Programs to develop math, reading and conversational skills to a functional level.
Continuing Education	Adult education apart from the K-12 school, often including basic, recreational, advanced, and technical studies.
ESL	English as a second language.
GED	General Education Diploma, or general education development, also termed "high school equivalency."
LVA	Literacy Volunteers of America, Inc.
Learner	A person learning to read.
Trainer	A person who teaches reading tutors in instructional techniques for teaching others to read.
Tutor	A person who teaches someone else to read.



the international
symbol for
literacy

LITERACY STATISTICS

- An illiterate adult earns 42% less than a high school graduate. That adds up to \$8 billion a year in LOST TAX REVENUES. And \$5 billion of your taxes support WELFARE recipients who are unemployable due to illiteracy.
- 20% of America's adults can't make informed DECISIONS because they can't read. They can't understand a contract or shop for a bargain. And illiteracy among Blacks and Hispanics is two and three times greater than the national average, insuring racial inequities in employment and income.
- National Security - National DEFENSE depends on sophisticated weaponry. But 27% of Army enlistees can't read training manuals written at the 7th grade level.
- The number of illiterate Americans is increased by nearly one million SCHOOL DROPOUTS each year. The *U.S. News* forecasts that the decline in reading skills will lead in two decades to an elite, literate class of no more than 30% of the population.
- The percentage of least literate individuals rises from about 8% of those with INCOMES of \$15,000 or greater to 40% of those with a poverty level income.
- According to Bureau of Justice statistics, a random sample of 1,000 males between the ages of 21 and 29 who have seven years or fewer of schooling, would show that 342 of them are in PRISON, compared to 11 from a group of the same size who had completed high school..
- The U.S. Department of Labor estimates that up to 75% of the 8 million persons UNEMPLOYED in 1982 lacked the basic writing and reading skills needed to enable employers to train or retrain them.

nearly 85% of all JUVENILES who appear before a judge have significant reading problems.

Incidence of Reading Books in the Past Six Months (By Educational Level)

<u>Educational Level</u>	<u>All Adults (percent)</u>
High school or less	43.1%
Some college	68.0
College graduate or more	74.9
OVERALL AVERAGE	55.9

Most statistics on this page are from:
Education Week, 9/5/84

Adult Performance Levels

The Adult Performance Level Project (APL), identified sixty-five literacy skills needed for survival in society and established three Adult Performance Levels based on skill proficiency. Adult Performance Level I is used to describe adults functioning with difficulty in society because they possess low level or no reading skills at all. The Project found that this group makes up 19.7% of the United States population, which equals roughly 23 million adults.

The startling conclusions drawn from the nationwide Adult Performance Levels study were:

1. Twenty percent (20%) of U.S. adults are functioning with difficulty in our society.
2. The South has the highest percentage (25%) of those functioning with such difficulty.
3. An estimated three-fourths of the nation's adults are unable to compute the gasoline consumption rate of a car, when given necessary data.
4. An estimated one-half of the nation's adults are unable to correctly match personal qualifications to job requirements in classified advertisements.
5. Forty percent (40%) of the nation's adults are unable to determine the correct amount of change from a purchase when given a register receipt and the denomination of money used.
6. One-fourth of the nation's adults cannot address an envelope well enough to ensure that a letter will reach its proper destination.

In fact, the study concluded that nearly 60 million U.S. adults cannot read well enough to handle everyday tasks such as reading warning labels, prescription labels, or newspapers.

The Problem of Adult Education

Illiteracy is a byproduct and a form of undereducation.

Conservative estimates indicate that one in every five Michigan adults is functionally illiterate. These statistics take on serious implications when one realizes the grossly disproportionate numbers of illiterate and undereducated to be found among the state's unemployed, poor, welfare assisted, and imprisoned populations.

The cost to the taxpayer for social maintenance of the illiterate and undereducated is getting higher. The state experiences significant losses in terms of personal income and tax revenues. Taxpayers must expend and divert fiscal resources to provide for the maintenance of the functionally illiterate, who often require incarceration and need re-education and job training.

There are two solutions: to provide adequate educational opportunities for illiterate and undereducated adults to enable them to become self-sufficient, contributing members of society or to continue to divert public monies to the support of organizations maintaining illiterate populations. Without remedial action, the cost of these organizations may be expected to grow significantly.

The first alternative is obviously preferable. When the necessary public funds are allocated to support adult education and library service programs, then fewer funds need be spent on the second alternative. It is a matter of "teaching a man to fish and feeding him for a lifetime" as opposed to "catching a fish and feeding him for a day". Literate, educated adults tend to spend more time contributing to society.

Many illiterate people do not know where to go for help or how to ask for it. Nor do they often receive the materials and aid they need when they do summon the courage to ask.

Illiteracy Generates Itself

It is often that case that parents of children who dropped out of school have not completed high school themselves. These parents sometimes have poor attitudes toward education and usually acquiesce in their children's decision to leave school. A consistently strong relationship exists between the level of education attained by parents and their children's tendency to drop out of school.

About one-fourth of the students entering the ninth grade will not remain in class through the twelfth grade, and thus, will not graduate.

Other parents are unable to help their children with homework and reading assignments despite a strong desire for their children to have a good education.

The following information about school dropouts, unemployment, and crime has a bearing on the problem of illiteracy in Michigan and the United States.

High School Dropouts

In the United States, about 25% of students drop out before graduating. In Michigan, approximately 31,000 students (5.65%) drop out of high school each year. Consequently, 22.6% of Michigan high school students leave school before graduating.

Unemployment

Although the percentage of dropouts has decreased somewhat over the years, the percentage of jobs available to young people without a high school diploma has dropped sharply. It is estimated that less than 8% of the jobs on the market today are available to the high school dropout.

About Adult Learners

Literacy councils and tutors have found that functionally illiterate adults often possess similar attitudes and beliefs. Although, of course, not every functional illiterate adult will match this stereotype, there are some characteristics common enough that librarians addressing their needs may wish to plan library services with these characteristics in mind.

Like literate adults, they are faced with the pressures and pre-occupations of earning a living - often for others besides themselves - and they have some control and independence over their daily activities. They have a great deal of experience in coping with the working world and other people. And many of them feel they are useful and contributing members of society, respected by their neighbors and colleagues.

However, their failure to learn to read in school may make them fearful of or intimidated by other school situations. As children they were in classrooms where competition and evaluations were the norm. They may be easily discouraged if their first attempts to master reading and math are unsuccessful. Some people may possess a negative attitude toward social services and institutions which represent authority.

Many functionally illiterate adults, as the statistics indicate, come from crowded homes with little time or attention given to academic achievement. They may be unemployed or unaware of job opportunities. They often come from low socio-economic backgrounds. Many are part-time students with heavy responsibilities at home, on the job, in the Church, or in the community which leave little time or energy for "personal improvement".

Tutors of adults learning to read have found these adults to have definite reading goals of their own. They are voluntary learners, who can leave a class at will. This adult, because of experience, may have a great deal of knowledge in specific areas. Consequently, this person will have an achievement level and rate of learning that is different from every other adult learner. Some learners may have slower comprehension speeds or suffer some decline in sight or hearing.

And in almost every instance, they have successfully hidden their inability to read from all but one or two close relatives or associates.

Libraries and Literacy

Helen Lyman, who wrote the first authoritative study, Literacy and the Nation's Libraries, says libraries are good places for literacy programs because:

- They are less formal than schools.
- They don't demand paperwork or written applications.
- They seem less threatening than schools (where a poor reader may previously have been unsuccessful).
- They are community oriented.
- Their hours, environments, and furniture are suitable for adults.¹

Libraries have continually faced the problem of not being able to buy appropriate books and materials which would help these people. At one time, only books written for children were available. They realized that providing books too much above an adult learner's reading level led to frustration, while providing books too far below it led to boredom.

High-interest, low-reading level books were then written and marketed to meet this need. These books satisfied both the interest and the reading level of the adult poor reader. These books had a subject matter and a vocabulary level suitable for adults who read poorly or not at all, but who have mature life interests.

In recent years, publishers have responded to the demand for adult books in this area. Nowadays, it is easier for librarians to find professional reviews of these books and to attend consciousness-raising seminars and workshops on functional illiteracy.

¹ Lyman, Helen H., Literacy and the nation's libraries, 1977, American Library Association.

Books popular with new readers:

- Skills books---taking a driver's test, car repair, typing, reading, writing, going to the grocery, job skills
- Recreational reading---fiction, history, sports
- Coping books---health, family life, religion, filling out forms, money management
- Special interest magazines and newspapers (with simplified vocabularies and plenty of pictures)

They preferred:

- Paperbacks, pocket-sized books
- Attractive book jackets or covers on the books
- Thin-looking, slim volumes (giving rise to the term "Skinny books")
- Clear black print and plain type faces
- Lots of space between lines and big margins
- Short chapters
- Plenty of photos and illustrations
- An overall appearance that doesn't look like a kid's book

The subject matter and writing styles of books were found to be important. Materials were more likely to be checked out if they:

- Avoided difficult concepts, symbols, abstract or philosophical writing
- Had an interesting enough plot to make the reader want to finish
- Began quickly, smoothly, or informally
- Used humor or suspense
- Presented problems and situations which would be identifiable to the adult reader
- Avoided didactic or condescending points of view
- Avoided flashbacks, long descriptive passages, obscure history
- Avoided foreign words and phrases
- Used first person narrative, diary, or conversational styles
- Had short sentences
- Were fast paced
- Did not try to cover a very long time span
- Were uncomplicated in character development and plot movements

COLLECTION DEVELOPMENT

The major types of materials to be provided in an Adult New Reader Collection include study materials, information materials, and leisure reading materials. In developing such a collection, there are three areas of consideration: selection criteria, sources of materials, and organization and display.

Selection Criteria

Some criteria useful for selection include:

- 1) Reading Level. In assessing reading level, select pieces using short words, short, simple sentences, frequent use of basic words, and limited use of figurative language. In general, reading levels of no higher than seventh grade are recommended. Readability indexes and publishers' catalogs help to determine reading levels.
- 2) Physical Appearance. Physical appearance is also an important factor in an adult new reader's choice of reading material. Appealing features include manageable length (short words and short paragraphs), adult oriented illustrations, paperback format, and eye-catching covers.
- 3) Style and Content. Style and content of materials selected for an Adult New Reader Collection should be relevant to the life experiences of the adult reader. Writing style using dialogue, lists, and short sentences and paragraphs are suggested.

Sources of Materials

Materials to be included in an Adult New Reader Collection may be acquired from a variety of sources:

- 1) Publishers. See Page 11 for a list of publishers of high interest/low reading level materials suitable for an Adult New Reader Collection.
- 2) Supplementary Materials may be drawn from the regular library collection. Examples of additional materials from the library collection include selected government documents, pamphlet file materials, special interest magazines, children's biographies, career guides, and audio visual materials.

Organization and Display

Elaborate processing of Adult New Reader materials is not necessary. Some libraries use a shelf list card only, augmented by a bibliography or author/title cards in the card catalog.

Many libraries arrange materials in the Adult New Reader Collection generally by subject. Subject headings might include Family/Home/Health, Information--How To, People, Jobs, Religion, Stories, Reading Practice/Correlated Reading, and Skill Book Series. Titles are color coded according to reading level. Color chart guides may be displayed near the collection. A prominent location for the collection is necessary to encourage use. Appropriate signs are also helpful. Some libraries have found slanted shelving units to be effective in displaying the materials face out, creating a good browsing area.

PUBLISHERS OF BOOKS
for
ADULT NEW READERS

Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94947

Addison-Wesley Publishing Co., Inc.
1 Jacob Way
Reading, MA 01867

Alemany Press
2501 Industrial Pkwy. West
Haywood, CA 94545

Allyn and Bacon, Inc.
7 Wells Ave.
Newton, MA 02159

Amsco School Publications, Inc.
315 Hudson St.
New York, NY 10013

American Bible Society
P.O. Box 5656
Grand Central Station
New York, NY 10017

Atheneum Publications
115 Fifth Ave.
New York, NY 10003

Cambridge Book Company
888 Seventh Ave.
New York, NY 10106

Camden and Associates, Inc.
501 W. Ogden Ave.
Hinsdale, IL 60521

Channing L. Bete Company
200 State Rd.
South Deerfield, MA 01373

Collier/Macmillan
866 Third Ave.
New York, NY 10022

Contemporary Books, Inc.
180 N. Michigan Ave.
Chicago, IL 60601

Creative Education/Encyc. Britannica
10 S. Michigan Ave.
Chicago, IL 60604

Crestwood House
P.O. Box 3427
Mankato, MN 56001

Dillon Press
242 Portland Ave. S.
Minneapolis, MN 55415

Dodd Mead and Company
79 Madison Ave.
New York, NY 10016

EMC/Changing Times
300 York Ave.
St. Paul, MN 55101

Encyclopedia Britannica Pr.
310 S. Michigan Ave.
Chicago, IL 60604

Fearon-Pitman
6 Davis Dr.
Belmont, CA 94002

Follett Publishing Company
1010 W. Washington Blvd.
Chicago, IL 60607

Garrard Publishing Company
29 Goldsborough St.
Easton, MD 21601

Globe Book Company, Inc.
50 W. 23rd St.
New York, NY 10010

Heinemann Educational Books, Inc.
70 Court St.
Portsmouth, NH 03801

Houghton Mifflin Company
2 Park St.
Boston, MA 02108

Jamestown Publishers
P.O. Box 9168
Providence, RI 02940

Janus Book Publishers
250 Industrial Pkwy. W.
Haywood, CA 94545

Lerner Publications Company
241 First Ave. N.
Minneapolis, MN 55401

Literacy Volunteers of America
404 Oak St.
Syracuse, NY 13203

Longman, Inc.
19 W. 44th St.
New York, NY 10020

McGraw-Hill
1221 Ave. of the Americas
New York, NY 10020

Media Materials, Inc.
2936 Remington Ave.
Baltimore, MD 21211

National Textbook Company
4255 W. Touhy Ave.
Lincolnwood, IL 60466

New Readers Press
P.O. Box 131
Syracuse, NY 13210

Oxford University Press, Inc.
200 Madison Ave.
New York, NY 10016

Prentice-Hall, Inc.
Rte. 9W
Englewood Cliffs, NJ 07632

Project: Learn
2238 Euclid
Cleveland, OH 44115

Random House, Inc.
201 E. 50th St.
New York, NY 10016

Scholastic, Inc.
730 Broadway
New York, NY 10003

Scott Foresman and Company
1900 E. Lake Ave.
Glenview, IL 60025

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78768

Tucson Adult Literacy Volunteers
412 N. Belvedere Ave.
Tucson, AZ 85711

Xerox Education Publications
P.O. Box 16626
Columbus, OH 43216

Ways the library can serve the illiterate adult:

1. Provide meeting space for tutoring, training, or other general literacy meetings.
2. Give employees an orientation to sensitize them to needs of non-readers; inform staff about literacy council activities.
3. Encourage employee involvement with a local literacy council-(liaison).
4. Display flyers and posters and other publicity for local literacy activities.
5. Provide office space for literacy council.
6. Library cooperatives can provide delivery service to distribute literacy materials to libraries in the area, encouraging full use of these specialized materials.
7. Promote literacy activities to the Friends of the Library.
8. Provide literacy collections for use by students, tutors and agencies.
9. Keep catalogs from literacy publishers for reference.
10. Subscribe to News for You, a newspaper published for low level readers by New Readers Press.
11. Invite all literacy tutors in the area to a coffee/discussion meeting with the library staff; suggest that all pupils be brought to the library for orientation and that tutors show their students how to phone the library for information.
12. Visit adult education and remedial reading classes on a regular basis for the purpose of promoting library materials and services.
13. Offer workshops on how to use the library, for staff and students in adult basic education programs.
14. Place deposit collections in education centers and in welfare and unemployment offices.
15. Order multiple copies of low level materials so pupils and teachers can have individual copies.
16. Train staff to use a readability formula such as the Fry Readability Formula.
17. Take the director of your local literacy program to lunch, and build a good working relationship.
18. Have names and addresses of local literacy organizations and individual tutors easily accessible for referrals by library staff.
19. Prepare a presentation for your library board to show the need to support local training efforts through literacy collections and other programs.

20. Write radio public service announcements about the availability of low level reading materials in the library; send them to radio stations, especially country, rock, religious and minority stations in your area.
21. Sponsor or co-sponsor information sessions on life-coping skills such as filling out a job application.
22. Provide a deposit collection for your local prison or juvenile detention center.
23. Ask local clubs, church groups, organizations, and even individuals to help support literacy efforts, financially if necessary.
24. Give storytelling workshops for personnel in Head Start and other pre-school programs.

Adult New Reader Collections
in
Michigan Libraries

The following libraries in Michigan have established Adult New Reader collections and may be contacted for further information:

Ann Arbor Public Library
343 South Fifth Avenue
Ann Arbor, MI 48104

Detroit Public Library
5201 Woodward Avenue
Detroit, MI 48202

Macomb County Library
16480 Hall Road
Mt. Clemens, MI 48044

Rochester Hills Public Library
210 West University Drive
Rochester, MI 48063

Sterling Heights Public Library
40255 Dodge Park Road
Sterling Heights, MI 48078

Waterford Township Public Library
5168 Tubbs Road
Pontiac, MI 48054

NATIONAL ORGANIZATIONS

There are two nationally known organizations designed to promote adult literacy. They are both supportive, well organized and have excellent resources, tutor training, and teacher materials available to assist local literacy groups. They differ in the way they approach the teaching of the adult reader.

Laubach Literacy, Inc. Box 131, Syracuse, NY 13210

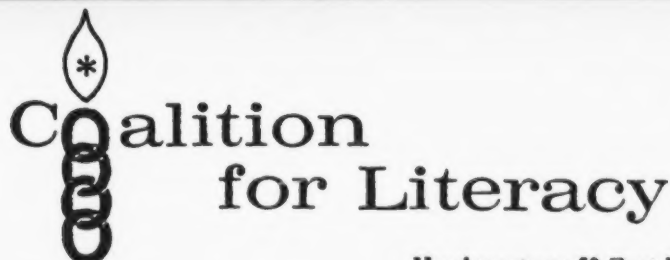
This is a non-profit organization of volunteers who tutor adults in reading. Volunteers conduct workshops in the state, hold monthly meetings and distribute a newsletter.

Literacy Volunteers of America, Inc., 404 Oak St.,
Syracuse, NY 13203

A non-profit corporation which trains individuals and organizations working through voluntary programs to tutor adults in basic reading and conversational English on a one-to-one basis. Their newsletter is called The Reader and lists upcoming conferences, timely short features and articles, new faces and pen pals. Published quarterly.

Michigan Literacy, Inc.
Library of Michigan, P.O. Box 30007, Lansing, MI 48909,
517-373-1593.

Karen Sullivan is the coordinator of Michigan Literacy, Inc. Her office is at the Library.



*Leaders linked together to
bring America's illiteracy
problem to light*

Headquarters: 50 East Huron Str., Chicago, IL 60611 • (312) 944-6780
Information Center, P.O. Box 81826, Lincoln, NE 68501 • 1-800-228-8813

The Coalition for Literacy has received grants totaling \$125,000 from the U.S. Department of Education, B. Dalton Booksellers and G.E. Foundation.

The Coalition, begun in 1981 by the American Library Association, brings together eleven national agencies or organizations for the purpose of conducting a three year multi-media campaign to inform the nation of the problem of illiteracy within the United States and point to solutions for the problem on the local level. There are three parts to the national campaign:

- (1) A national multi-media campaign that focuses attention on the problem of adult illiteracy;
- (2) An "800" telephone number to link potential volunteers or providers of other supportive resources with existing programs; or to link those people who want to establish new programs with those agencies that can provide them with assistance;
- (3) On-site technical assistance and training to those who want to develop new adult literacy programs, to upgrade current programs or to form local literacy resource coalitions.

The Advertising Council, Inc. is monitoring the development of a multi-media advertising campaign on adult illiteracy. The campaign was launched in 1984; the "800" telephone number is now in operation. The number is:

1-800-228-8813

CONTACT, Inc. provides staff for the nationwide telephone number. CONTACT received over 7,400 calls in January 1984 as a result of the TV documentary "Can't Read, Can't Write" which first aired the 800 number. Referrals for those who want to volunteer or for those who want to learn are made to volunteer tutorial agencies, or to state adult basic education agencies and to any agency having a literacy program. Each call requiring a referral is followed up by letters sent to the inquirer and the agency to which the person was referred.

CONTACT also send packets of information in response to inquiries about the Coalition, illiteracy or volunteerism.

MICHIGAN ADULT LITERACY INITIATIVE
A project of the Michigan Department of Education

Statewide Coordinators

Regions 1-5

SANDRA RITTER
Statewide Coordinator
Adult Extended Learning Services
P.O. Box 30008
Lansing, MI 48909
(517) 373-4231

Regions 6-11

LADON GUSTAFSON
Statewide Coordinator
Grand Rapids Public Schools
143 Bostwick, N.E.
Grand Rapids, MI 49503
(616) 456-4598

Regional Facilitators

Region 1

(Macomb, Oakland, St. Clair Counties)

LINDA BEJMA
(Macomb, St. Clair Counties)
Library Cooperative of Macomb
16480 Hall Road
Mt. Clemens, MI 48044
(313) 286-5750

CATHRYN WEISS
(Oakland County)
Oakland County Literacy Council
2100 Pontiac Lake Road
Pontiac, MI 48054
(313) 858-1937

Region 2

(Detroit, Hamtramck, Highland Park)

CYNTHIA WILLIAMS
Detroit Public Schools
Project C3
3700 Pulford
Detroit, MI 48207
(313) 245-3758

Region 3

(Wayne, Monroe Counties)

WILZETTA WILLIAMS
Wayne County I.S.D
33500 Van Born Road
Wayne, MI 48184
(313) 467-1300

Region 4

(Shiawassee, Lapeer, Genesee,
Huron, Sanilac Counties)

CANDYCE WILLIAMS
Mott Adult High School
1231 East Kearsley
Flint, MI 48503
(313) 694-6862

Region 5

(Lenawee, Hillsdale, Washtenaw,
Eaton, Livingston, Ingham, Ionia,
Clinton Counties)

JIM TURNER
Lansing School District
519 West Kalamazoo
Lansing, MI 48933
(517) 374-4380

Region 6

(Southwestern Michigan)

ELAINE SNYDER
23021 Pearl Beach
Coldwater, MI 49026
(517) 238-2826

Region 7

(Kent County)

DEBRA WARWICK
Comstock Park Public Schools
100 Betty Street
Comstock Park, MI 49321
(616) 784-1740

Regional Facilitators (cont.)

Region 8

(West Central Michigan)

ALICE BEERY

Holland/Saugatuck Public Schools

96 West 15th Street

Holland, MI 49423

(616) 392-7079

Region 9

(Mid-Michigan)

DOROTHY DURST

Ionia Community Education

438 Union

Ionia, MI 48846

(616) 527-3530

Region 10

(Upper, Lower Peninsula)

JANE CHICKERING

Kingsley Area Public Schools

403 Blair Street

Kingsley, MI 49649

(616) 263-5261

Region 11

(Western Upper Peninsula)

JUDY HEARD

Ontonagon Area Schools

301 Greenland Road

Ontonagon, MI 49953

(906) 884-4422

(Eastern Upper Peninsula)

GAIL MAKI

Les Cheneaux Community Schools

Box 366

Cedarville, MI 49719

(906) 484-2256

MICHIGAN LIBRARIES WHICH RECEIVED 1986 LSCA FUNDING
FOR LITERACY PROGRAMS

Adrian Public Library
Albion Public Library
Bad Axe Public Library
Cadillac-Wexford County Public Library
Detroit Associated Libraries
Flint Public Library
Fremont Public Library
Grand Rapids Public Library
Howell Public Library
Jackson District Library
Lapeer County Library
Lenawee County Library
Library Cooperative of Macomb
Marshall Public Library
Oakland County Library
Public Libraries of Saginaw
Ypsilanti District Library

RECRUITING ADULT NEW READERS

The suggestions listed here are taken from reports submitted by 77 National Affiliation for Literacy Advance (NALA) tutoring projects across the country who responded to the question:

What methods have you found most successful in recruiting new readers?

The suggested methods are listed in order, with those reported to be most productive and successful listed first:

1. Radio and TV public service announcements.
2. Contacts with community service agencies working with disadvantaged adults, such as:

United Fund Agencies	Migrant Ministry
Goodwill Industries	Urban Renewal Housing Mgmt.
Department of Social Services	Low Income Housing Owners
Volunteer Service Bureau	Prisons and jails
Employment Service	Parole officers
Social Security Office	Hospitals
Community Action Program	Visiting Nurses
YWCA, YMCA	Gas Stations
Neighborhood Councils	Head Start Programs
Community Centers	Labor Unions
Rescue Mission	Manpower Training Program
Salvation Army	P.T.A.'s
Health Agencies	Inter-Agency Councils
Vocational Rehab. Department	County Health Organization
United Fund Agencies	Voluntary Action Center
Michigan Employment & Security Commission	Educational Coordinators for large companies and unions
Secretary of State Offices	Civic organizations
Banks	Senior Citizen Centers
	Family Abuse Centers
3. Person-to-Person approach by neighborhood leaders, neighborhood youth corps, neighborhood councils, adult students enlisting others.
4. Newspaper publicity, Sunday magazine section.
5. Referrals from public schools and adult basic education programs.
6. Church publicity, such as pulpit announcements, church bulletins or newsletters.
7. Posters and flyers used in laundromats, supermarkets, health clinics, employment agencies, or sent out with welfare checks.

8. Contacts with businesses and industries.
9. Advertising billboards (using space contributed by local advertising firms).
10. Informal coffee hour at a neighborhood center adult gathering.

RECRUITING VOLUNTEER TUTORS

TYPE OF WORK	Volunteer tutoring to help adults learn to read on a one-to-one basis using structured, proven methods.
TRAINING	Tutors must complete a basic 12 hour course. (Length of training varies).
COST	Courses are either free or have a minimal charge.
PLACE OF WORK	An agreement should be made between the tutor and learner as to the best place to meet for their private lessons. The location should be convenient and non-threatening for both. Private homes should be selected only if they are free from interruptions and comfortable for both participants.
HOURS	At least 1 hour per week for a year should be counted on. Some readers will progress much faster than others, and of course some will go more slowly. Try to be flexible. If a student must miss a session, perhaps a make-up meeting can be scheduled.
STUDENT PLACEMENT	The coordinator will have information available about each student, and will try to make a match between those persons they feel will succeed. Tutors contact their students and make arrangements for the initial contact. If a match-up should prove unsatisfactory to either student or tutor, the coordinator should endeavor to reassign them.
QUALIFICATIONS	No professional teaching skills are necessary, but tutors should have a genuine interest in their fellow human beings, a great deal of patience, and the ability to work with persons from a different social strata.
BENEFITS	There is no salary, but expenses for materials and mileage can be deducted from income tax. Retired persons should contact their RSVP office (at the regional Action agency) because they are often allowed reimbursement for meals and mileage. The actual benefit is the thrill of hearing that a young mother has been able to read a story to her child, or a man has been able to fill out a job application, or to find that you have received a Christmas card from someone who has never sent a card before!
WARNING	Tutors should be aware that learners often have other problems. Tutors are advised that, as reading teachers, they should stick to their specialty and avoid becoming involved as a marriage councilor, psychiatrist, or banker. Tutors can best provide help in these other areas by being supportive and by developing a positive self concept and esteem in the student.

SAMPLE PRESS RELEASE

Release Date _____

FOR FURTHER INFORMATION CONTACT:

Phone _____

Date _____

The (local library) has recently developed a collection of easy-to-read books for the adult new reader. The collection, which includes both fiction and non-fiction, deals with a variety of topics of current interest to adults using a simple, limited vocabulary. Most books are in a convenient paperback format, and all are color coded according to reading level. The ADULT NEW READER collection is located near the _____ in the library. The library is located at _____, and is open to the public from _____ to _____ on _____.

SAMPLE PRESS RELEASE

From: _____

Release date: _____

The 20% illiteracy rate among Americans has recently gained national attention. For non-readers such tasks as filling out job applications, following package directions or even negotiating the public transportation system can seem impossible. Adults who need reading help, as well as those interested in becoming literacy volunteers, should contact the Oakland County Literacy Council.

The Literacy Council provides materials and 10 to 14 hours of training to volunteer tutors. Students are interviewed by the project coordinator and then placed with a tutor in their community. Students and tutors meet weekly, often in local libraries. Students are asked to cover only a minimal materials fee.

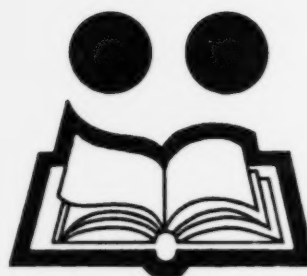
The project is being funded by the Oakland Literacy Board and Oakland Schools. Cooperative support comes from Oakland University and Pontiac Motors.

Literacy Council members are people who are concerned with the problems of Oakland County's estimated 138,000 adult illiterates. Their program offers people a second chance to learn basic reading skills.

If you, or someone you know, needs reading help or if you would like to help others learn to read call 313-858-1937.

Libraries may wish to use a logo to highlight their literacy services and programs. Following are logos of several national organizations as well as symbols from literacy councils in Michigan.

READ



Macomb Literacy Project



Laubach Literacy Action

U.S. Program of Laubach Literacy International
1320 Jamesville Avenue, Box 131, Syracuse NY 13210

BACKGROUND READING ON FUNCTIONAL ILLITERACY

- BOOKS FOR ADULT NEW READERS. Compiled by Roberta O'Brien, published by Project LEARN, 2238 Euclid Avenue, Cleveland, Ohio 44115. This recent bibliography can be obtained for \$3 or \$4.
- GUIDELINES TO TEACHING REMEDIAL READING. By Lillie Pope, 2nd ed. 1975. Book-Lab, New Reader's Press. A good guide for tutors and teachers.
- HIGH INTEREST EASY READING FOR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. National Council of Teachers of English, 1979, 1111 Kenyon Road, Urbana, Illinois 61801. An annotated booklist intended for use by reluctant readers and organized by subject headings. Criteria for books selected are based on interest, reading level, literary quality, attractiveness of the format and whether the title is in print. Many of the materials recommended for junior and senior high students are appropriate for ABE collection.
- HIGH/LOW HANDBOOK: BOOKS, MATERIALS AND SERVICES FOR THE TEENAGE PROBLEM READERS. 1981. Bowker Publishing Company, P.O. Box 1807, Ann Arbor, Michigan 48106.
- HIGH LOW REPORT. Riverhouse Publications, 20 Waterside Plaza, New York, New York 10010. Yearly subscription rates \$11.50 prepaid or \$12.50 billed. A monthly review publication for professionals concerned with literature for teenage and adult non-readers. Reviews hi/lo books, gives reading scales and grade levels for titles.
- LITERACY AND THE NATION'S LIBRARIES. By Helen Lyman, 1979, ALA. Order from American Library Association, 50 East Huron, Chicago, Illinois 60611. For use by librarians; gives steps in planning for a literacy program, its values, recent studies, etc. A valuable list of acronyms, glossary of literacy jargon. The handbook summing up everything on the topic.
- OPENING DOORS FOR ADULT NEW READERS. By Linda Bayley, preface by Professor Helen Lyman from New Readers Press. How libraries can select materials and establish collections.
- PUBLISHER'S WEEKLY, May 24, 1985. The entire issue is on literacy - articles from a variety of sources.
- USING READABILITY; Formulas for Easy Adult Materials. By Robert S. Laubach and Kay Koschnick, New Reader's Press.
- LAUBACH WAY TO READING, 1984. By Frank C. Laubach, et al, New Reader's Press. The Laubach method of teaching reading to illiterate adults is one of the most famous and successful ever used.
- PUBLIC LIBRARY SERVICE TO THE ILLITERATE ADULT. Genevieve Casey. Proceedings of a seminar, March 9-11, 1972, Wayne State University, Office of Urban Library Research.

ILLITERATE AMERICA. Jonathan Kozol, Doubleday, 1985. The recent best-seller on the national problem provides shocking statistics, anecdotes and detailed coverage of this country's dilemma regarding the adult non-reading public.

BECOMING A NATION OF READERS: Report of the Commission on Reading.
Prepared by Richard C. Anderson, Pittsburgh, Pennsylvania. National Academy of Education, 1985.

February, 1986

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735 E. Michigan Ave.
P.O. Box 30007
Lansing, MI 48909
517-373-1593



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